2:Gough E-4, 5 (1947-1949)1961 AWII Kerala AWII
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individual basis, but this money seems only to have sufficed for their food and other necessities while on the march or on service in towns. When they were at home in their villages their kāranavan assumed responsibility for each man's customary gifts to his wives in other households.

Within his own household the kāranavan personally allocated their subsistence to its members. Every few weeks he transferred quantities of unhusked rice, vegetables, and other stores from the granary to storerooms inside the house. They were then usually taken over by the eldest woman, who kept keys to the storerooms and chests and allocated daily supplies to the kitchen. In property groups with more than one homestead the kāranavan delivered quantities of paddy, salt, and coconut oil twice annually to each house according to the number of its members. Each house sent a person daily to the ancestral house to bring fresh vegetables, milk, buttermilk, and other perishable foods. In all taravāds the kāranavan controlled purchases from the town. Twice a year—at New Year and at the harvest festival—he distributed clothing to both male and female members.

Virtuous kāranavans were those who managed the daily affairs of the taravād with thrift, justice, and meticulous care, but who, through judicious planning, were able to lavish grand feasts upon caste members, tenants, village servants, and serfs at the major life-crisis rites. An aged kāranavan would enumerate with satisfaction the various feasts at funerals, tāli rites, and first-menstruation ceremonies which he had satisfactorily conducted. Each of the servant castes contributed appropriate goods or services in advance of these feasts, and each Nayar house reciprocated the hospitality when its own life-crisis rites came round. Besides reaffirming in a ceremonial manner the different types of ties between Nayars and between Nayars and the lower castes, the life-crisis ceremonies seem to have stimulated production and provided suitable foci for acts of economic redistribution and reciprocity.

The amounts of time spent by junior men of the taravād on different activities are no longer clearly known. We know however that at the age of seven a boy was inducted into military training in the village gymnasium; this training persists in a few villages, and includes fencing, wrestling, rigorous exercise, and very strenuous massage. Traditionally, Nayars also learned archery from a special caste of village servants (Vil Kurups). For a part of their time they attended a village school run by yet another caste of schoolteachers (Eruttacchans); almost all adult Nayar men and most women were literate

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fact contained all the rudiments of the State. There was the head-man with his assistants whose duties have been already mentioned. There were also the hereditary village servants (*cheria jenmakkárs*), the village Panchayets or *kúttams*, and the *Kavalai* system of police; and the village watchmen (*kávalkkárs*) with their grain fees, and sacred institutions, with their usual privileges. And finally there were independent Nayar chieftains with their private properties and usual sources of income and taxation.

The village life is simple, delightful, and charming, but it is gradually passing away under the influence of western civilization. It is therefore of some ethnographical interest to preserve an account of it at its period of transition.

The village education may first be taken for treatment. The old village school or pial school masters were called *Ezhuttachans* or *Asáns*, some of whom were maintained by the leading families on small monthly allowances and meals, while others owned schools and lived upon the income derived from the pupils thereof. The education of youths commenced at a very early period, for which an auspicious day, nay, an auspicious hour, generally the *Vijaya Desami* or *Vidyárambham* (beginning of the alphabet) day, the last day of *Desara* in the month of *Kanni* or *Thulám* (September-November) was chosen, when the local *Asán* or any fairly educated man was invited to give the boy his first lesson. In a conspicuous part of the building a bell-metal vessel was placed. On this was spread a thin layer of rice, and on each side of the vessel was placed a bag of rice and paddy, while a lighted lamp was also placed beside it. In front of these sat the infant scholar three or five years of age. The *Asán* or the teacher wrote on the boy's tongue with a gold coin (fanam) the divine invocation *Hari Sree Gana Pata Ye Namah* (Salutation be to Vishnu, Saraswati and Ganapati). The initiation was completed by the teacher holding the boy's ring finger and tracing the letters of the alphabet in the rice in the vessel. The ceremony would then come to an end with a feast to the inmates of the house as well as to friends and relations. After this, he was placed under a teacher who taught him along with others to write the letters of the alphabet on sand. This would go on for a month or two until the

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youngster got a mastery of the letters. Then he was taught to read and write short sentences on cadjan leaves (*Ola Ezhutal*). He was made to commit to memory short verses, and lessons in arithmetic were added to his curriculum. Thus the youngster acquired a fair knowledge of reading, writing, and arithmetic, in about two years, and was thereafter recommended to an advanced course of studies, which consisted of a study of Sanskrit, the perusal of the *Purânas*, and also arithmetic sufficient to enable him to calculate the position of planets and help him in the casting of horoscopes. Girls also were taught reading, writing, arithmetic, and singing, and were encouraged in the reading of the *Purânas*. Such in brief was the course of instruction imparted in these small institutions.

The schools were flimsy sheds with little or no furniture, while the boys sat on small mats or on the floor, which was covered with sand for purposes of writing. The teacher had a raised seat from which he supervised and listened to the loud recitations of the lessons set on the previous evenings. The boys went to him, one by one, repeated their lesson, and received another written by him on the palm leaf, which was to be learnt during the day. The school hours were generally from seven to ten in the morning and again from two to five in the afternoon. During the latter hours, the budding scholars were instructed in the reading of the Ramayana and other *Puranas*; and before the end of the lessons for the day, the boys were made to repeat with one voice, some mathematical formula. At home, the boys revised their work and recited the names of Gods and short verses as prayers to them. They had no work for about 12 days in the month, besides the usual Hindu holidays. Twice during the month, when the fortnightly holidays commenced, *i. e.*, on *Dwâdesi* (the 12th day after the full or new moon), the teacher was remunerated by each boy with the payment of an anna or two, and even this was sometimes evaded by the opportune absenting of some pupils. He also received presents of cloth with a rupee or two from some of the richer families to which a few of his pupils belonged. Boys were subjected to a rigorous course of discipline; caning was freely resorted to as a mode of correction, and the teacher was often regarded with terror rather than with respect and admiration. Their only books were manuscripts on cadjan leaves; their

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only training was the training of the memory, and the learned pedagogue never bestowed a thought on cultivating the thinking powers or the originality of his pupils. But this type of school and school-master is fast disappearing under the modern regime of elementary schools.

Next in importance to the school-master is the Kaniyan, an indispensable factor in the affairs and ceremonies of the village.[1]

Then come the artisan classes whose services are necessary in the construction of houses, and the making of implements of agriculture. They were paid for their work either in kind or in coin.

The other men of importance in the village economic life were the physician, the village washerman, and the village barber. The village physician was a man of parts; for, not only did he tend the sick and the ailing, but also cast out devils from persons possessed, and with the aid of well prepared charms guarded them from the effects of the evil eye. The village washermen were of the Veluthédan and the Mannán caste. The services of the former were always requisitioned when people wished to become free from pollution, an act the omission of which leads to outcasting.

The village barber is another indispensable factor in the village ceremony and is employed for the shaving before all ceremonies. His privileges cannot be encroached upon by his own caste-men from other villages.

The village organisation above described is preserved to a certain extent even now and most probably the Kaniyan's profession will survive all other relics of Hindu institutions, as his services are considered to be of essential importance in matters of every day life.

Village pastimes.

The ordinary games pursued by the young men of the village are the foot-ball matches, *Attakalam*, *Kayyámkali*, and *Kaikottikkali* (a favourite circular dance of the women), *Uzhinjál* and others, while cards and chess are common enough on festive occasions. Cock-fighting is an interesting pastime among the lower classes.

The most important of the village pastimes are the dramatic performances, a description of which is given in the following pages. The drama in Malabar sprang into being in

1. Vide my account of the Kaniyans, Vol. I, Chap. XI, pages 190-93.

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[357] and Kshatriya houses and temples, and deal in dairy produce, as well as being engaged in copper-sheet roofing, tile-making, pottery, palanquin-bearing, and so [178] on. But these traditional occupations are fast ceasing 872 under the ferment of a new civilisation. In the matter of education, the Nāyars occupy a prominent position. Almost every Nāyar girl is sent to the village school to learn the three R's, quite as much as a matter of [212] course as the schooling of boys. This constitutes a feature of Malabar life that makes it the most literate country in all India, especially in respect of the female 875 sex. After Rāmanujam Ezhuttachchan developed and enriched the Malayālam language, numerous Asans or village teachers came into existence in different parts of 873 Malabar. After a preliminary study of Malayālam, such as desired higher, *i.e.*, Sanskrit education, got discipled to an Ambalavāsi or a Sastri. Even to-day the estimable desire to study Sanskrit is seen in some Nāyar youths, who have readily availed themselves of the benefit of the local Sanskrit college. In respect of English education, the Nāyars occupy a prominent [658] position. The facility afforded by the Government of Travancore for the study of English is being largely availed of by Nāyars, and it is a matter deserving to be prominently recorded that, in recent years, several Nāyar girls have passed the Matriculation examination of the University of Madras."

212 181 It is noted, in the Gazetteer of Malabar, that "the Nāyars as a class are the best educated and the most advanced of the communities in Malabar (excepting perhaps the Pattar Brāhmans, who are not strictly a Malayālam class), and are intellectually the equals of [464] the Brāhmans of the East Coast. Many of them have risen to the highest posts in Government, and the caste